

This English course is designed to support Shrewsbury High School's "Mission Statement" and targets the following specific student expectations by providing opportunities for students to:

- Fulfill individual academic potential. (#1)
- Develop and apply critical and creative thinking skills. (#2)
- Develop competency in the use of information and technology. (#5)
- Formulate and express opinions supported by facts and data in effective presentations. (#6)
- Demonstrate effective reading, speaking, writing, and listening skills. (#7)
- Participate in collaborative and cooperative learning. (#8)
- Demonstrate self-discipline and personal responsibility for learning. (#9)
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**Title:** English 12 A

**Course description:**

English 12A is a Senior English course designed for the college-bound student. Students will read, discuss, and write about world literature including Shakespeare's Hamlet or MacBeth and assorted short stories and essays. Independent reading will be assigned each quarter. In addition, students will learn a new lesson of vocabulary every 7 day cycle (quizzes will be cumulative). Expository writing and college application essay will be stressed. A general review of English grammar usage will also be provided, with emphasis on reviewing for the English achievement tests. A research paper, using proper Modern Language Association style, will be required during one of the terms. In September, an assessment will check the successful completion of the required summer reading.

**Expectations:**

- a. Students will read, discuss, and develop inferential thinking skills based on selections from Literature and Language.
- b. Students will independently read four books (as outside reading: some will be assigned to entire class and some will be drawn from approved book lists) and report on them in essay, projects, short answer test form, or as an oral presentation as required by individual teacher.
- c. Students will cover The Joy of Vocabulary lessons on a basis of one lesson per each 7 day cycle.
- d. Students will write controlled, assigned essays on a basis of a rough draft and final draft on successive 7 day cycles. The emphasis will be on developing essays suitable for college application and polishing the art of critical essay writing based on literature. Emphasis will be placed on inferential material drawn from literature. Students will learn to document and support opinions with material drawn from literature. Some creative writing will be assigned. Peer editing will be used and focus points of correcting will be drawn from the errors occurring

on assigned writing and on material covered in the Complete Course of Grammar (Warriner).

e. Students will review and master the literary terms as found in the glossary of Literature and Language.

f. Students will prepare a research paper and review research process, both conventional and electronic. The paper will include the steps taught in junior year. All students will prepare thesis statement, source cards, notecards, outline, works cited page, rough draft, and final draft. Each step will be checked, have a specific due date and be part of the overall grade. The students will review and use the MLA Style format. A major emphasis is placed on the avoidance of plagiarism, and detailed instruction will be provided on the recognition and avoidance of plagiarism.

g. Students will engage in verbal discussions of literature and be graded on their individual contributions to the overall discussion.

h. Review of material for SAT's and SAT II test in English. Practice twenty minute essays will be given and material on how to write a successful essay will be presented. Review of specific skills for SAT's will be provided.

### **Units:**

Suggested readings are given for the major themes covered in the text. In Literature and Language, the following :

#### **Unit 1:**

" from Beowulf"  
"from The Iliad"  
"from Sir Gawain and the Green Knight"  
"The Pardoner's Tale"

#### **Unit 2:**

"The Good Samaritan"  
"Sonnet 30"  
"Sonnet 18"

#### **Unit 3:**

"from Gulliver's Travels"

#### **Unit 4:**

"The Tables Turned"  
"Flower in the Crannied Wall"  
"The Lamb"  
"The Tyger"  
"When I Have Fears That I May Cease to Be"  
"Ozymandias"  
"Porphyria's Lover"  
"Sonnet 43"

“A Warning Against Passion”

**Unit 5:**

“Do Not Go Gentle into That Good Night”

“Lamb to the Slaughter”

“The Demon Lover”

“No Witchcraft for Sale”

**Materials:**

Literature and Language

The Joy of Vocabulary

Warriner's Complete Course of Grammar

**Assessment:**

- a. Teacher-made tests and quizzes
- b. Teacher made mid-year and final exam and/or final assessment project
- c. Student cumulative writing folder for recognition of errors and areas needing development
- d. Student and teacher evaluation of compositions
- e. Reading record cards
- f. Small group discussions
- g. Authentic assessment projects and activities